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DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

ISABEL M. STEWART, R.N.

Collaborators: S. LILLIAN CLAYTON and ANNA C. JAMME

THE BASIS OF AFFILIATION BETWEEN NURSING SCHOOLS AND UNIVERSITIES AND SOME NEW DEVELOPMENTS

In almost every department of the world's work today there is an urgent call for leaders. In the field of nursing, where we have so many new problems crowding upon us, so many new fields to be organized, and so much constructive work still to be done in building up our system of education, the need is particularly acute. It has long been the custom in America to look to the colleges and universities for the training of leaders in science, in education and in the higher professions. Now we are expecting them to send out people who will lead the way also in business, in industry, in social work, and even in farming and housekeeping. Nursing is fast finding its place there also and, indeed, every important branch of community service will soon be included in the modern university.

We have long ago ceased to expect that all the graduates of universities will develop into leaders of power and influence. It is as true now as it always was, that the leader is to a great extent born not made. Yet if we have certain potentialities of ability and initiative, the sound knowledge, the mental training, the broader outlook and the stimulation to service which the better universities do give, will bring out those qualities and will prepare many more people for constructive and enlightened leadership. We are glad to welcome into our ranks the increasing number of college women who bring something of this preparation with them, but we need to go further and bring the influence of the university into the work of the nursing school itself, so that the whole training will be directly influenced by the educational standards and the progressive spirit of these great democratic centers of learning and community service.

The possibility of working out a practical scheme of university affiliation for nursing schools, has been demonstrated in several universities, notably those of Minnesota, Indianapolis, Washington (St. Louis), Georgia, Cincinnati, Leland Stanford, California, and Iowa. Simmons College, Boston, and Columbia University, New York, have worked out somewhat different types of affiliation with training schools, and many others are more or less loosely connected with nursing schools. The steady increase in such affiliations is exceedingly gratifying and although it is a little early as yet to expect marked results, we seem to be justified in hoping that these schools will help greatly in training the future leaders we so urgently need.

It is important, however, that we should stop a moment to consider whether we are making the fullest use of our opportunities in these university schools. It was, of course, desirable that we should experiment with different types of affiliation, till we should find just what the best basis for future development, would be. It is probable that we have not yet arrived at the best arrangement, but we have begun to agree on a few general principles, and since so many inquiries have been coming in, both from nursing schools and universities, regarding the recommended basis of affiliation, it seems desirable to try to summarize briefly some of these essential principles.

It may be assumed in the beginning that the dominant reason for considering such an affiliation is to improve the educational work of the school. The university is founded and endowed for educational work. It has expert teachers, well equipped laboratories, ample libraries and many other resources which the detached type of professional school, especially the unendowed school, can never hope to duplicate. It has not only a recognized standing in the educational world and a well-organized system of educational work, but it has all the administrative machinery for carrying on such work. It provides the atmosphere and the influences which tend to stimulate intellectual life. The social advantages which come from contact with students and instructors in so many different fields of work, are not the least of its many assets.

If the nursing school is to profit by all these advantages, it must have a real and not merely a nominal relationship with the university. When the hospital is owned by the university, as is often the case, the nursing school should be as much a part of the university as is the medical or engineering school. This is the case in the Universities of Minnesota and Indiana. Even where the hospital is not directly owned and managed by the university, the nursing school may still be an integral part of the university, having its own representatives on the university faculty and its student body regularly enrolled as students of the university. The university of Cincinnati has this kind of an affiliation with the City Hospital nursing school. In the looser types of affiliation, where the nursing school is entirely independent and merely sends its pupils to the university for certain selected courses, the standards of nursing education may not be affected at all and may, indeed, be below the average. Moreover, where the university has attempted to give a separate preparatory course without any definite relationship to any particular nursing school, the results have not worked out very satisfactorily for anyone concerned.

In order to get the benefits which such a connection should bring, the first essential is that the pupil nurse should be able to matriculate as a regular student of the university, that is, she must be a **graduate** of an accredited high school or preparatory school. Colleges vary somewhat

in their entrance requirements, the western colleges being rather more liberal as a rule than the eastern. Slight deficiencies may in most cases be made up after admission, but without matriculation the student will not receive college recognition and could not of course be awarded any diploma or degree from the university. It is, moreover, important for the sake of the pupil herself, as well as for the standing of the nursing school, that she should have the fundamental education necessary to enable her to keep up with work of college grade.

The next essential is that all the courses represented in the nursing curriculum (not only the ones given in the class rooms of the university) should be of college grade—that is, that they should measure up to the standards required of other students of the university. It is not necessary that the general arrangement or content of the curriculum should vary materially from that given in the ordinary school, but it would be expected that whatever courses are given should be thoroughly covered, not merely skimmed over as we sometimes do in the training school for lack of time. In the science work, particularly, there must be adequate provision for laboratory work, and time for outside reading and study in all courses. The usual proportion of time for study in colleges is about one and one-half to two hours for every one in class or lecture.

It will be expected also in any school which claims to rank as a university school, that the proportion of time given to theoretical work should be much greater than the proportion we find in the average nursing school. The best we have been able to do there, is about one hour of theory to ten of practice, while the proportion in schools of agriculture or domestic science or engineering, even in army and navy schools, is more likely to be about half and half. Whether we shall find it better to concentrate our theory into certain periods and release our students entirely from practical work during this time, as in the Cincinnati coöperative scheme, or whether we can reduce the number of hours of daily practical work sufficiently to leave time for this necessary class work and study, is a question still to be worked out. One thing which is perfectly plain is that we cannot build up any satisfactory scheme of university work on the present system of nine to twelve-hour hospital duty or even continuous eight-hour duty.

There is the possibility, however, of swinging too far to the other extreme and minimizing the value of observation and practice in the wards of the hospital. University authorities tend to underestimate the value of our practical training, and would always be inclined to urge the superior claims of the class room and laboratory. While we must hold firmly to this invaluable part of our system of training, we will have to find some way of cutting down the purely routine and manual part of the nurse's work and of making her clinical experience more intensive

and more fruitful. With better teaching and supervision, we could in this way get equally good educational results even if the actual hours of practical duty were cut by one-half.

It is important that nursing students in a university should not only have a definite academic status, but that they should receive some form of recognition on the completion of their specified program of work. A diploma or degree from a university may in itself mean little, but to the public and to professional people, it does represent a higher quality of educational work and guarantees a rather more reliable background than is usually credited to other types of educational institutions. For this reason it is very desirable that the nursing school should stand on the same basis as other departments of the university, that nursing students should graduate with all the other students, and that they should receive a diploma or degree of recognized value. It seems better to grant a professional diploma for the usual three-year nursing course and to give the degree of Bachelor of Science only to those who are able to combine with this the general academic subjects usually required for college graduation. Such a combined course would usually take from four and a half to five years, instead of the six to seven years which would be necessary if the student took her college degree first and her nursing work after.

In several schools this fuller five-year course, leading to the Bachelor of Science degree, is being offered to those who have already taken freshman and sophomore work in the university or who wish to stay on for two years after their nursing course to complete the work for the degree.

There is no doubt that many students are willing to do extra work and take longer time in order to get the broader background for their professional work and the standing of a college graduate which the professional diploma itself cannot give. This was shown quite conclusively this summer when a new type of course leading to the B. S. degree was offered by the Presbyterian Hospital, New York City, in connection with the Department of Nursing and Health, Columbia University. A great many inquiries about it have been received and a number of young college students have decided to enter on this new basis. The arrangement is that any Presbyterian Hospital student who has already covered two years of approved work in a recognized college, normal school or technical school, may receive her diploma from the nursing school and her B. S. degree from Columbia University at the end of three years' work, on condition that she covers not only the required work in the hospital, but also certain required courses at Teachers College, amounting to thirty-two points or one year of college credit.

The previous college work of these students must include approved courses in English (amounting to 180 hours), history (90 hours) and a

modern language (90 hours). Usually most of the science work has also been covered. During their preparatory course at the hospital these pupils are taking at the college any of the fundamental sciences which they have not had before—chemistry, biology, psychology, or bacteriology. They are also including the history of nursing and in some cases a course in social or sanitary science. This means usually from six to ten hours a week. The other required college subjects will be distributed through the remainder of their training, the heaviest part coming in the last term of their third year, when they will give a good proportion of their time to work in the college. By this time they will have chosen whether they want to concentrate on the general field of public health nursing or on teaching and supervision in training schools. Their program will be arranged accordingly, and will be selected from the regular subjects in the Department of Nursing and Health which are usually offered to graduate nurses specializing in these branches. Practical experience will also be arranged in connection with the Henry Street Settlement or other special fields of work.

A number of adjustments have had to be made in both the hospital and the college for these students, but there seems to be no reason why the scheme should not work satisfactorily and why many students may not thus secure in three years, not only their professional training, but also their degree, and to some extent, at least, their preparation for one of the special branches of nursing work.

The cost of these extra courses at the college is borne by the students, and amounts in all to a little over \$200. The college feels that it is desirable, if possible, to have the student take the first two years of work in the School of Practical Arts where they will be under the supervision of the Department of Nursing and Health from the beginning.

It is essential in such a plan as this that there should be the most cordial coöperation between the two affiliating institutions, and that there should be some representative of the nursing profession in the university to plan the work of such students and give them some supervision. It is also important that the university should know and approve the character of the work which is being done in the nursing school and the conditions under which these students are living and working. Though this type of affiliation is not ideal in every way, it does open up a possible method of utilizing university resources for specially qualified students without involving any radical adjustments in administration, or any additional cost to the hospital.